

THE GEORGE WASHINGTON UNIVERSITY

FACULTY FOR COHORT 14

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PROGRAM LEADERSHIP

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*Master Teacher Leadership
Development Program*

GRADUATION • JUNE 15, 2016

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

CONTRIBUTIONS TO MEDICAL & HEALTH SCIENCE EDUCATION
BY COHORT 14 DURING THEIR MASTER TEACHER YEAR

Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

School of Medicine
& Health Sciences

THE GEORGE WASHINGTON UNIVERSITY

About the Program

Master Teacher Leadership Development Program is offered by the George Washington University's Graduate School of Education and Human Development (GSEHD) in partnership with the GW School of Medicine and Health Sciences. The program has three main purposes:

1. To enhance teaching skills,
2. To promote scholarship in education, and
3. To develop educational leadership potential.

The program includes six graduate level courses with a Certificate in Leadership Development awarded from GSEHD at completion. The following pages highlight the application of coursework taken during the year to the daily practice of each member of Cohort 14.



Meet Cohort 14



Standing from left to right: Jeremy Kern, Ashley Siems, Sara Wikstrom, Waddaa Redha, Candice Dawes, Catherine Golden, Teresa Roberts, Jason Tsai
Seated from left to right: Chavon Onumah and Nora Taylor

CANDICE S. DAWES, MD
 Pediatrics
 Children's National Health System

CATHERINE A. GOLDEN, EdD, MPA
 Academic Planning & Assessment
 GW School of Medicine and Health Sciences

JEREMY R. KERN, MD
 Hospitalist Medicine
 Children's National Health System

CHAVON M. ONUMAH, MD, MPH,
 FACP, AAHIVS
 Internal Medicine
 GW School of Medicine and Health Sciences

WADDAA R. REDHA, MD
 Emergency Medicine
 GW School of Medicine and Health Sciences

TERESE L. ROBERTS, MD
 Anesthesiology
 Children's National Health System

ASHLEY L. SIEMS, MD
 Pediatric Critical Care
 Children's National Health System

NORA R. TAYLOR, MD
 Rheumatology
 GW School of Medicine and Health Sciences

JASON TSAI, MD
 Pediatric Radiology
 Children's National Health System

SARA WIKSTROM, MD
 Internal Medicine
 GW School of Medicine and Health Sciences

Candice S. Dawes

Sara W. Wikstrom

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|----------------------------------|
| Incorporated principles of adult learning theory into outpatient rotations in the pediatric outpatient setting | Students Residents Fellows |
| Applied PLHET design to sessions on rashes and pediatric development | Students |
| Provided both formative and summative feedback into regular pediatrics practice | Students Residents Fellows |
| Integrated PLHET design into weekly Continuity Clinic sessions | Residents |
| EDUCATIONAL SCHOLARSHIP | |
| Diet and activity level of an at-risk population of children: Results from the healthy habits questionnaire in a primary care setting | Quantitative Study |
| The experience of pediatricians with families and patients in regards to educational materials on display in exam rooms | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Provided mentoring for medical students interested in entering the pediatrics field | Students |
| Served on the Scholarly Oversight Committee for General Academic Pediatric Fellowship | Fellows |
| Served on the Medical Education Oversight Committee | Students |
| Incorporated the <i>One Minute Preceptor</i> as an observational assessment tool | Students Residents |

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|--|---------------------------|
| Incorporated adult learning principles into the third year Internal Medicine Clerkship didactic sessions and simulation sessions | Students |
| Integrated adult learning principles, assessment, and feedback into inpatient Internal Medicine clinical and bedside teaching | Students Residents |
| Applied PLHET design into didactic sessions on EKGs, chest x-rays, and shortness of breath | Students |
| EDUCATIONAL SCHOLARSHIP | |
| The physician mother: Navigating careers in the early childhood years | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Revised curriculum for Internal Medicine Clerkship to better incorporate adult learning principles, assessment and feedback | Students |
| Provided mentoring for medical students interested in pursuing careers in Internal Medicine and residents interested in careers as academic Hospitalists | Students Residents |
| Served as Director of the third year Internal Medicine Clerkship | Students |
| Served on the Clinical Competency Committee for Internal Medicine residents to assess ACGME performance and competency milestones | Residents |
| Served as Clinical Vignette Reviewer for the 2016 Society of General Internal Medicine Annual Meeting | Residents Faculty |
| Served on the CDIM Program Planning Committee for the 2015-2016 academic year | Students Faculty |
| Served as an active member of the School of Medicine and Health Sciences Clinical Subcommittee | Students |

Jason Tsai

Catherine A. Golden

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|---|
| Incorporated active learning techniques and structured feedback into daily clinical teaching at the workstation | Residents Fellows |
| Applied PLHET design to teaching session on radiographic imaging of congenital heart disease | Residents Fellows |
| Integrated PLHET design into flipped classroom session on imaging of pediatric mediastinal masses | Residents Fellows |
| Applied principles of adult learning and group theory to enhance team learning and performance in daily clinical practice | Residents Fellows Nurses Technologists |
| Introduced PLHET and promoted adult learning techniques in the <i>Active Learning for Faculty Development</i> session | Faculty |
| EDUCATIONAL SCHOLARSHIP | |
| The experience of transitioning from radiology fellow to attending physician at the same institution | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Incorporated HOL principles in update of radiology fellow pre-call curriculum | Fellows |
| Served as Program Director for rotating radiology residents utilizing principles of adult learning and group leadership | Residents |
| Applied principles of shared leadership in role as Chair of Radiology Fellow Clinical Competency Committee | Fellows |

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|--|---------------------------|
| Created enrollment services training program using adult learning principles, active learning, and classroom assessment techniques | Staff |
| Co-developed <i>Teaching Strategies in the Health Professions</i> and <i>Curriculum Development in the Health Professions</i> courses using adult learning theory, active learning techniques, and structured formative/summative feedback | Students |
| Used adult learning theory and active learning techniques to revise <i>Psychosocial Aspects of Health and Illness</i> course to meet new accreditation requirements | Students |
| EDUCATIONAL SCHOLARSHIP | |
| What are the promotion and tenure experiences of African American, female faculty at predominately white institutions in the south? | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Served on Curriculum Committee for PhD in Translational Health Sciences Program | Students Faculty |
| Served on Health Sciences Curriculum Committee | Students Faculty |
| Guided development efforts for the BSMS in Medical Informatics and the BSMS in Bioinformatics | Students Faculty |

Jeremy R. Kern

Nora R. Taylor

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|--|----------------------------------|
| Integrated PLHET design into revised Student Day "Fever" presentation | Students |
| Integrated PLHET design into revised <i>Senior Residents as Teachers</i> feedback session | Residents |
| Incorporated active learning techniques, self-directed learning, and reflection/feedback into pediatric hospitalist bedside rounds and learning activities | Students Residents Fellows |
| Integrated PLHET design into revised Capstone "Fever" presentation | Students |
| EDUCATIONAL SCHOLARSHIP | |
| Career planning experience of 4 th year medical students following their participation in short term medical mission trips | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Developed a curriculum for Project Medishare Medical Mission trip to Thomonde, Haiti | Students |
| Served as Director of Resident Education on Hospitalist academic teams | Residents |
| Served as portfolio advisor monitoring pediatric residents' progress through milestones, evaluations, and career plans | Residents |
| Served on CNHS Program Evaluation Committee to review curriculum design changes for the residency | Residents |
| REACH (Research, Education, Advocacy in Child Healthcare) project mentor for resident's research project | Residents |
| Scholarly Oversight Committee member for fellow's research projects | Fellows |
| Mentored residents and fellow on a career as an Academic Pediatric Hospitalist | Residents Fellows |
| GWU Committee on the Learning Environment member | Students |

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|--|
| Incorporated PHLET planning into crystalline arthropathy sessions for residents, medical, and PA students | Students |
| Included PHLET design into ultrasound curriculum for rheumatology fellows | Fellows |
| Completed musculoskeletal ultrasound curriculum for Rheumatology Fellowship program | Fellows |
| Modeled weekly rheumatology fellows training sessions on adult learning theory with active learning and training fellows to micro-teach | Students Residents Fellows |
| EDUCATIONAL SCHOLARSHIP | |
| Advancing rheumatology in evolving residency structures | Clinician Scholar Educator Grant (submitted) |
| The physician mother: Navigating careers in the early childhood years | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Co-chaired the American College of Rheumatology Education Abstract Committee | Healthcare Providers |
| Director of the Musculoskeletal Ultrasound Curriculum for Rheumatology Fellows | Fellows |
| Served as Chair of the Clinical Competency Committee for the GWU Rheumatology Fellowship | Fellows |
| Served as the Director for the rheumatology section for the Primary Care Core Clerkship | Students |
| Served as the Assistant Program Director for Rheumatology Fellowship Education at GWU | Fellows |
| GWU Clinical Learning and Environment Committee member | Students |

Ashley L. Siems

Chavon M. Onumah

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|---|
| Incorporated adult learning principles such as increasing interactivity, encouraging self-directed learning, and implementing feedback mechanisms into Pediatric ICU education sessions | Students Residents Nurses |
| Used adult learning theory regarding timely/frequent feedback and practice sessions in the ICU to improve presentation skills and critical care thinking | Students Residents |
| Used adult learning principles to aid in the design of simulation and interactive sessions regarding brain death and acute resuscitation | Nurses |
| Used adult learning theory and crisis resource management theory to develop leadership training modules to improve leader performance during rapid response team activation | Fellows Nurses Practitioners |
| EDUCATIONAL SCHOLARSHIP | |
| Team leader training improves team performance during Rapid Response Team activations | Mixed Methods Study |
| Evaluation of the employee's perception of hospital response to serious safety events | Qualitative Study (pilot) |
| Checklist initiations during Rapid Response Teams improves patient outcomes and team performance | Quantitative Study |
| Culture of the Rapid Response Team in a children's hospital | Mixed Methods Study (designed & validated survey) |
| EDUCATIONAL LEADERSHIP | |
| Mentored junior ICU fellows and residents interested in ICU medicine | Residents Fellows |
| Used HOL principles to help shape quality improvement initiatives for the Clinical Assessment and Triage Team Committee and Late Rescue Collaborative | Residents Fellows Faculty |
| Designed ICU curriculum changes to delineate goals/objectives and target American Board of Pediatrics specified learning | Fellows |

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|---------------------------|
| Incorporated active and team-based learning techniques into primary didactic sessions on HIV and Preventative Medicine | Students |
| Applied PLHET design to the <i>HIV in Primary Care</i> learning session | Students |
| Emphasized learner centered approaches such as <i>Eight Step Preceptor Model</i> and incorporated adult learning principles into a faculty development sessions on <i>Optimizing Learning in the Primary Care Setting</i> | Faculty |
| Applied PLHET design into <i>Communicating Medical Errors</i> session | Residents |
| Incorporated adult learning principles and formative feedback into daily clinical teaching in the primary care setting | Students Residents |
| Incorporated use of the <i>One Minute Preceptor</i> as an observational assessment tool | Students Residents |
| Encouraged incorporation of adult learning principles into <i>Quality Improvement and High Value Care</i> resident-led session | Residents |
| EDUCATIONAL SCHOLARSHIP | |
| The physician mother: Navigating careers in the early childhood years | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Developed curriculum for the <i>HIV in Internal Medicine Training Pathways</i> | Residents |
| Mentored residents in development and execution of quality improvement projects and submission of abstracts | Residents |
| Co-directed the Primary Care Core Clerkship for Medical Students | Students |
| Served as an active member of the School of Medicine and Health Sciences Clinical Subcommittee | Students |

Waddaa R. Redha

Teresa L. Roberts

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|----------------------------------|
| Incorporated Bloom's taxonomy in developing goals and objectives for emergency medicine simulation sessions | Students Residents |
| Applied adult learning principles such as demonstrating the purpose of the course, tailoring the course to students' needs, and fostering experiential learning in the Emergency Medicine Clerkship | Students |
| Applied a mixed-style teaching based on Kolb's learning styles for the simulation sessions | Students Residents |
| Developed milestones-based on formative evaluations and correlated objectives to evaluations/assessments for the emergency medicine residents' simulation cases | Residents |
| Developed challenging simulation sessions using PLHET format and coordinated training and schedules for the SimWars contest | Residents |
| EDUCATIONAL SCHOLARSHIP | |
| What is the experience of senior emergency medicine residents when they become leaders of cardiopulmonary resuscitation teams? | Qualitative Study (pilot) |
| Simulation Training for in Flight Medical Emergencies | Quantitative Study (in progress) |
| EDUCATIONAL LEADERSHIP | |
| Assisted the Emergency Medicine Clerkship program director in developing and teaching sessions for the clerkship | Students |
| Served on the Hospital Mock Codes Design and Implementation Committee for ICU and trauma team | Students Residents |
| Coached the Emergency Medicine residency simulation team in SimWars contest participation | Residents |

Contributions to Medical & Health Science Education

Primary Beneficiaries

| TEACHING ENHANCEMENTS | |
|---|---|
| Developed <i>Local Anesthetic Systemic Toxicity</i> session based on adult learning theory | Fellows |
| Assisted in the development of <i>Local Anesthetic Management Practices in</i> pediatrics and perioperative medicine using adult learning theory | Fellows |
| Developed <i>best practices</i> algorithm, regional pediatrics blocks, and <i>Pediatric Airway</i> sessions based on adult learning theory | Fellows |
| Designed and implemented Anesthesia faculty development workshops on feedback & evaluation; professionalism; and reducing infection rates in the operating room | Faculty |
| Designed <i>Anesthesia Mini-Clinical Evaluation Exercise</i> assessment tools for formative evaluation | Fellows |
| EDUCATIONAL SCHOLARSHIP | |
| Board of Visitors – Provider Health: Second Victim Program | Grant Awarded |
| Needs assessment survey investigating provider health services, second victim, job satisfaction, burnout and coping mechanisms at CNHS | Quantitative Study (IRB approval pending) |
| Evaluation of the employee's perception of hospital response to serious safety events | Qualitative Study (pilot) |
| EDUCATIONAL LEADERSHIP | |
| Developed <i>Provider Health: Stress Management and Crisis Response Services</i> curriculum | Healthcare Providers |
| Served on CNHS Pediatric Anesthesiology Program Evaluation Committee to review curriculum design changes for the fellowship | Fellows |
| Served as Associate Director of Education for the Anesthesiology Fellowship at CNHS | Fellows |
| Appointed as Chairman of Children's Physician Health Subcommittee of the Medical Executive Committee | Healthcare Providers |